

Words.

And what they have to do
with one another:

A Child's First Grammar Book

About Words

A great difference between people & all other living creatures is that people speak to one another with words.

Other creatures use many signs & sounds but they have not words with which to tell their meaning to each other.

All human beings, however savage they may be, speak with words.

Savage people have not many words for they have so few things to think about that they can have but little to say.

There are many things that a savage could not talk about at all because he would know no suitable words.

There are so many & such suitable English words that it is possible to talk about anything in English.

Ask your father to lend you his big book of English words, called a ~~dictionary~~, & count the words down four columns: then you will be able to imagine how long it would take you to count all the

Words in the dictionary you would have some notion of how many words there are which belong to English speaking people.

If we had all these words written on different strips of card to be counted, we might put them so as to make eight heaps because they are of eight sorts.

That is they are all words as all fruit is fruit & they are made of different letters & have different meanings as all the apples on a tree have different shapes. But besides this there are eight different kinds of words just as apples, pears & plums are different kinds of fruit.

When we talk we use ~~the~~ words out of either of the heaps just as we want them to make sense.

Lesson III

John writes. Birds sing. Mary sees.
 We know that John, Birds + Mary are the
subjects are the things we speak of in
 each sentence.

You can tell something more about these words.

John is a boy's name.

Mary is a girl's name.

Birds is a name given to feathered creatures.

So John, Mary + Birds are Name-words

As all persons + most things in the world
 have names you can imagine how many
name-words there must be.

Think of all the names of persons you know.

of all the names of places.

of all the things you have seen

of things you have heard + cannot see

such as music + noise.

Then of things that you can only think about

Such as obedience + gentleness.

You can only think of all these things by

their names & each thing has a name.

You could easily think of hundreds of name-words belonging to things that you know yourself.

The name-words are the largest group of words: they are called Nouns from the Latin word Nomen, a name.

To be learnt

Name-words are called Nouns

Exercises. Lesson III

1. Make ten sentences with nouns that are the names of persons for the subjects, as, -
Many went away.
ten with nouns that are the names of places, -
Plymouth is a busy town.
ten with nouns that are the names of things you can see, -
Chairs are useful.
ten with nouns that are the names of things you can hear, -
A noise disturbs the baby.
ten with nouns that are the names of things you have heard about, -
a victory was gained.
ten with nouns that are the names of things you can only think of, -
Patience makes lessons pleasant.

Lesson IV

This lesson is about words that belong to Nouns.

Nouns, you know, are the names of things.

These words often describe things or tell us what they are like.

They are called Adjectives because they are added to nouns.

Sometimes they just point out the noun like a finger post, -

a man.

the house.

Sometimes they go before the noun, -

a good boy.

Sometimes they come after the noun, -

~~the~~ boy is good.

Many adjectives describe things, -

a sweet orange.

Man is tall.

Other adjectives show the number of things, -

three books

The first snowdrop.

Nine boys

The ~~for~~ third shelf

Other adjectives have no very particular meaning, -

Some apples.

Any cheese.

The other had.

This knife.

These scissors.

But we can always tell they are adjectives by their belonging to nouns.

To be learnt

Adjectives belong to Nouns.

Exercises. Lesson IV

1. Make sentences about birds, cow, boy, eagle, hen, kite, houses, etc etc, putting the pointing out adjective the before each subject.

The can go before any noun

a means one. We only use it when we speak of one thing.

2. Put subjects (nouns with a) to, -flies, crows, walks, talks, is small, was broken, etc.

We cannot always use a before a noun even when it means one thing. Some nouns you will find want an, -an egg, an orange.

3. Write six sentences with an or a noun for the subject.

a + the often go before an adjective which describes, - a good boy.

4. Put a describing adjective between, -
A - man.

The - weather.

The - road.

A - gooseberry.

The - battle.

5. Put adjectives after the nouns in, -

The men are - .

The children were - .

George is - .

Mary & Fanny will be - .

The cow is - .

Yesterday was - .

6. Put in three describing adjectives, -

A - - - orange.

The - - - dog.

That - - - tree.

Mary is - - and - .

The - - - man.

My doll's-house is - - and - .

7. Put in adjectives shewing number, ~~as~~ as these
~~is~~ books, -
 - more.

The - shelf.

- apples.

- marbles.

The - boy in the class.

A - peaches.

8. Print out the adjectives in, -

I do not wish for any cheese but should like some butter.

There are a few apples left.

Give me the other book.

There are several rose-bushes in that bed.

May I have another cake.

These are my best gloves but this one has a hole.

That gardener has lost his finest dahlias.

My ball is larger than yours.

Draw two lines under each adjective one line under the noun it belongs to.

9. Make sentences yourself containing each of the adjectives you underlined in the last exercise.
10. Make sentences about a boy from every country in Europe as, - a Prussian boy, Swiss, etc, etc.
11. Take these same adjectives & put them after the noun, boy as, - the boy is French
12. Make sentences about a flower, a house, etc, putting four adjectives before each subject.
13. Make sentences about the book, the candle, etc, putting three adjectives after each noun as, - the key is heavy, large & rusty.

[many exercises are necessary at this ^{point} ~~stage~~ to fix the idea of ^{an} ~~the~~ adjective, not as a describing word but as any word which belongs to a noun].

Lesson V

We know that a sentence has two parts.
The first part, the thing we speak of, is called the subject.

Our subjects have been name-words or nouns
we have put with them adjectives.

The second part of a sentence is, we know,
what we say or tell about the subject.

This second part is often called a predicate
a word which simply means to tell about
something.

If you say, - the day is fine, - you predicate or
tell something about the day.

Try how many things you can tell or predicate
about George, -

| | | |
|--------|---|-----------------------------------|
| George | { | eat his dinner |
| | | played on the beach |
| | | is a good boy |
| | | is kind |
| | | went to see his grandmother, etc. |

Each of these ~~is a~~ ^{is a} predicates because it is what
we predicate or say about George.

The verb is always in this part of the sentence.

Sentences often have only a verb for the predicate, —

Your little sister Alice laughed.

To be learned

What we say about the subject is called the Predicate.

To predicate means to tell about a thing.

Exercises. Lesson V

1. Predicate six things about, -
a gentle child.
a long memory game.
Baby
my father's horse.
tigers.
cricket. etc etc.

Draw a line under the verb in each predicate
& say whether it is of being or doing.

2. Put subjects to, -
- is soon over.
- should not be injured.
- chatters.
- Gets up early.
- likes toffee.
- can make paper boats.
- rises.

3. Make six sentences with only a verb for the predicate.

4. Draw a line under the predicate & a double line under the verb in, -
The house is large.
My Aunt Mary went to France.
Uncle Charlie is a soldier.
We are seven.
Tommy likes his lessons. etc, etc.

Lesson VI

An interesting thing about verbs is that they are nearly always in families, that is, to every verb there are five or six words.

To do is a verb. Some of its words are, - do, did, does, doing, done.

Be is a very busy useful verb.

Is am, was, were, are some of its words.

And if you notice how often you meet with them when you are reading you will see how many predicates they help to make.

Notice they only help.

Some verbs can predicate or tell something about a subject by themselves, as, -

John reads.

But if we say, John is or John was, we do not make sense.

John is - what?

John is a boy.

Here we have a noun to help to make the predicate.

John is good.

Here we have an adjective.

To be learnt

Is and a noun make a predicate.

Is and an adjective make a predicate.

Exercises Lesson VI

1. Make sentences with do, did, does in the predicates,
with three words of the verb 'to talk' (talks, talked, talk),
with three words of the verb 'to go' (go, went, goes),
with three words of the verb 'to have' (have, has, had) etc, etc.
2. Make sentences with ten verbs that can predicate by themselves as, -
Mary sings.
3. Make sentences with ten verbs that want other words after them as, -
Henry cut his finger.
4. Make ten sentences with is as a noun for the predicate as, -
Mary is my cousin. [The noun may have other words belonging to it.]

5. Make ten sentences with is an adjective
for the predicate as, -
That apple is sour.
6. Make ten sentences with was an
adjective for the predicate

Lesson VII

The table is round.

The wall is high.

The blind is red.

We speak of 'the table'. We say about it that it is 'round'.

'Table' is the subject.

'Is round' is the predicate.

'Round' is an adjective.

Therefore it must belong to a noun.

What is 'round'? The 'table'.

So 'round' belongs to the noun 'table'.

All these adjectives, 'round', 'high', 'red', 'thick'.
They are away from their ~~the~~ nouns in the predicate, yet belong to the nouns all the same.

Let us make six sentences about the sofa with is as an adjective for the predicate, -

The sofa is large.

The sofa is firm.

The sofa is wide.

The sofa is soft.

The sofa is new.

The sofa is comfortable

We might make these six sentences into one by turning the six predicates into one.

The sofa is — now say all the adjectives one after the other but put 'and' ~~into~~ between the two last.

When we write several sentences turned into one in this way, we put 'and' ~~into~~ between the two last adjectives or a comma after each of them except the one before the 'and'.

The sofa is large, green, wide, soft, ^{new} comfortable.

To be learned.

Adjectives must always belong to nouns.

1. Make ^{six} sentences with 'is' + an adjective for each predicate about twenty things in the room, - the window is high.
2. Make six sentences with 'is' + adjective for the predicate about ~~the~~ ink, six about 'the pen', six about 'that picture', six about 'my sister' etc, etc.
3. Turn each of these sets of six sentences into one, remembering to put 'and' between the two last adjectives, & a comma between each.

Lesson VIII

In this lesson we shall speak of the same things as in the last, that is, we shall have the same subjects for our sentences - table, wall, curtain.

But instead of one table we shall speak of several our subject will be, not the table, but the tables.

So the difference will be in the number of the things we speak of.

When we speak of a single one, we say table.

If we mean more than one we say tables.

The word for one thing you know it is single, or Singular, that is one by itself.

The word for more than one may be new to you.

It comes from a Latin word that means more.

We say name-words are plural when more than one thing is meant.

If the ~~more~~ number of things we speak of is more than ~~to~~ one, the noun is in the plural number.

If the number of things is just one, the noun is in the singular number.

Singular nouns can generally be made plural by adding 's' as, - boy, boys.

To be learned.

When the number of things is more than one the noun is in the plural number.

A noun that means one thing is in the singular number.

Exercise: Lesson VIII

1. Give the singular & plural for the names of
twenty things in the house,
twenty things on the beach,
twenty things in a garden etc etc.
2. These nouns do not all make their plurals in
the same way.
Box, glass, brush, Chuach & all other nouns
that end in sh, ch, s, or x, add es to make the
plural because 's' alone could not be
properly pronounced.
Find twenty such words.